

# Welcome MontCAS

Montana Comprehensive Assessment System

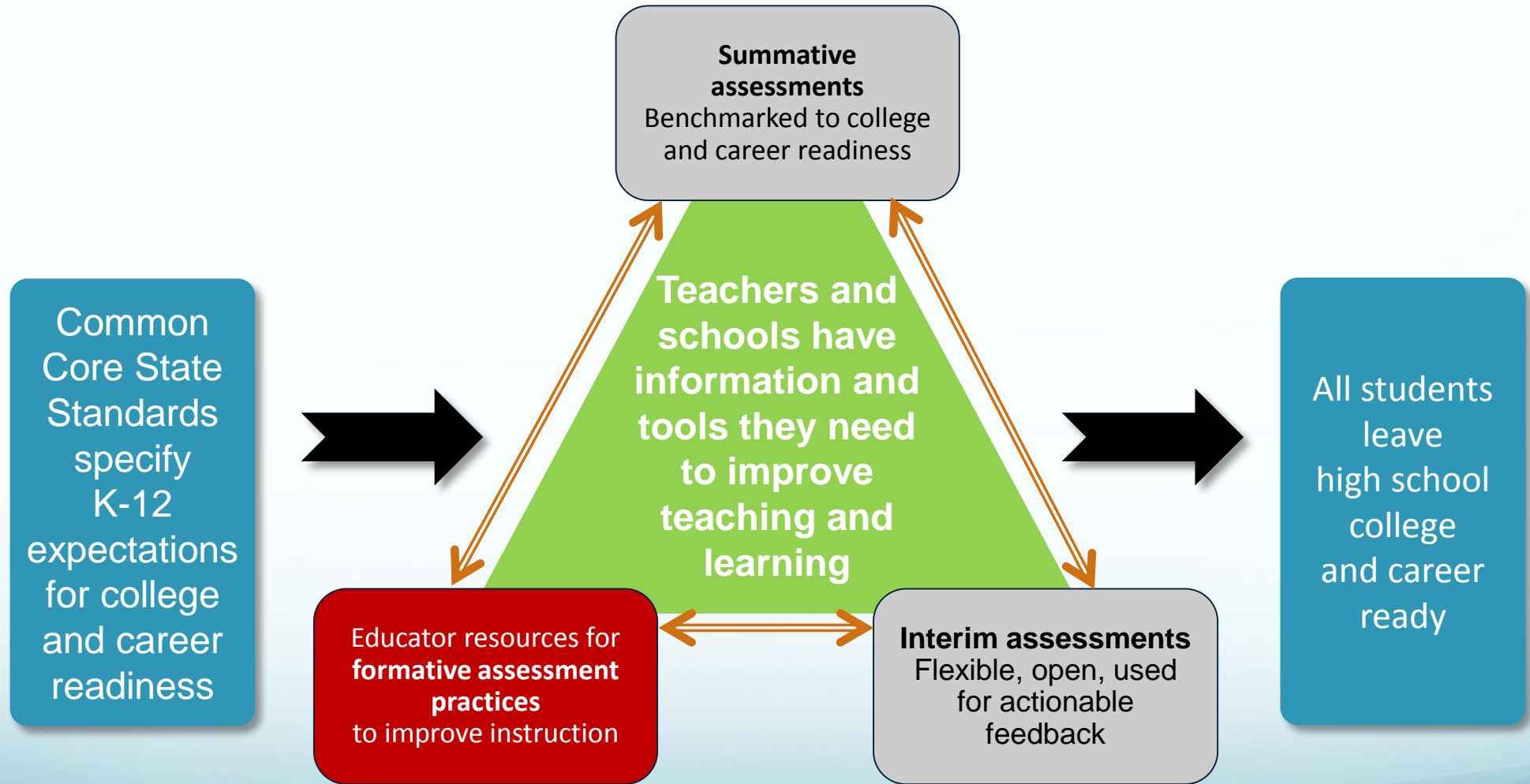
**Next Generation Resources:  
Transforming Instruction with the Digital Library  
2017 State Assessment Conference  
Pam Birkeland  
OPI Assessment Special Projects Lead**

# Introductions



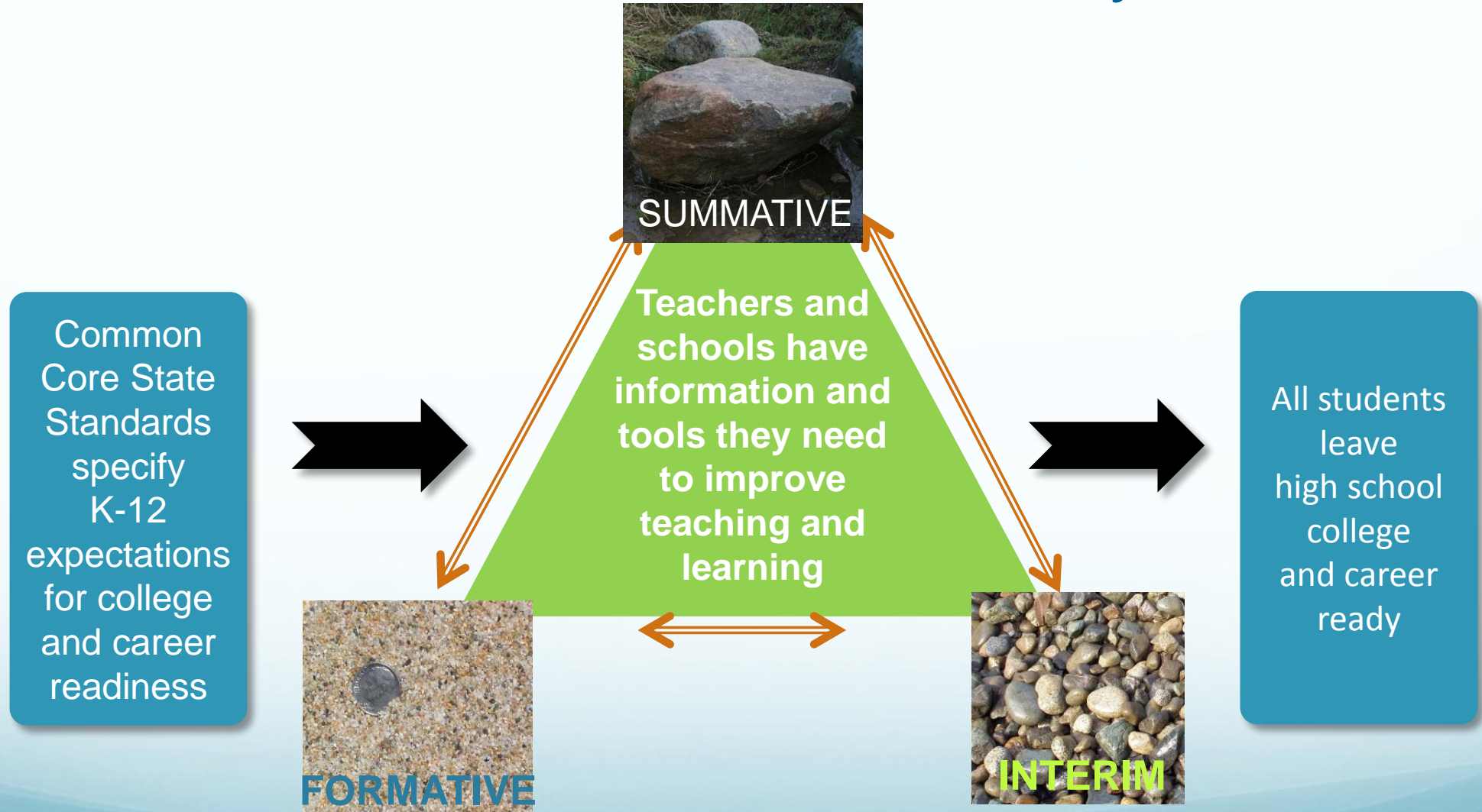
# Smarter Balanced

## A Balanced Assessment System



# Smarter Balanced

## A Balanced Assessment System



# Intro Activity

- On an index card
  - Answer “What is formative assessment?”

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- Turn to your neighbor and share your response



# Formative Assessment

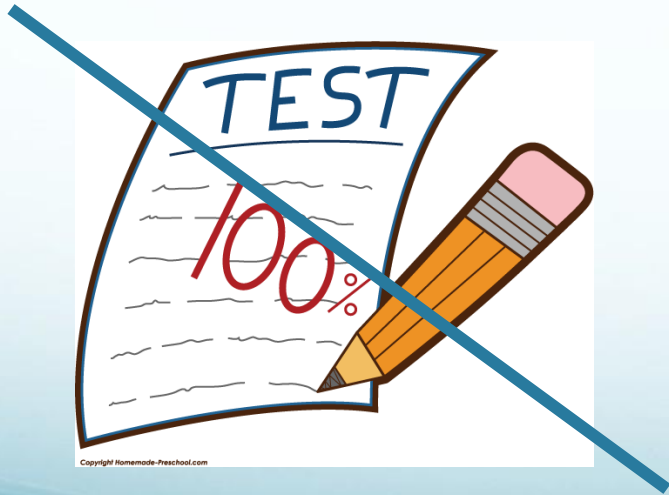
**Process, tools, and the Digital Library**

# Definition -

*“Formative Assessment is a deliberate process used by teachers and students **during instruction** that provides **actionable feedback** used to **adjust** ongoing teaching and learning strategies and improves students’ attainment of curricular learning targets/goals.”*

Formative Assessments	Summative Assessments
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*Formative assessment is **not** a worksheet, test, assessment, or quiz given at the end of a learning period.*





# Formative Assessment Vignettes

Example? Or Non-example?

# Formative Assessment— Vignette 1

## Math Quiz Fervor

Paul teaches fifth grade students at Emerson Elementary School. His daily mathematics lessons are almost always concluded with a 5 item quiz because Paul believes the prospect of these end-of-lesson quizzes motivate his students to pay closer attention during the lesson. Paul uses an items-correct grading system whereby his students' final grade in mathematics is based on each student's average score on these per-lesson quizzes. Because Paul's students invariably score well on the mathematics section of the state's annual accountability tests, his principal expresses delight in Paul's frequent use of daily quizzes.

YES or No?

# Formative Assessment— Vignette 2

## Building-Block Status

During any instructional unit taking more than three weeks to complete, Maria Sanchez tries to isolate two or three pivotal en route skills or bodies of knowledge that she believes her students must master in order to achieve the instructional unit's most significant intended objective. She develops brief assessments for each of these en route building blocks typically using multiple-choice or short-answer items and requires her students to complete those assessments while the unit is still underway. Based on her students' performances on these during-the-unit assessments, Maria often- but not always- modifies her planned instructional activities so those activities mesh more appropriately with the students' current levels of achievement.

Yes or No?

# What Formative Assessment is...

An ongoing process of collecting evidence of student learning **during instruction**

- inform next steps in teaching and learning while there is still an opportunity to influence learning.
- Identifying areas of need at the end of a unit may influence subsequent instruction, but it is not the heart of formative assessment.

# When Formative Assessment takes place....

The idea of “during instruction” can mean both:

- during a class period as students and teachers are engaged in a learning experience
- during an instructional sequence that may span several weeks.

A teacher can **make adjustments** to the instructional plans to account for students' current understanding and to support them moving closer to the intended learning goals.

# Who is involved in Formative Assessment...

The process of formative assessment includes:

- both students and teachers in the collection and consideration of evidence of learning; formative assessment is something educators do *with* students.

# Five Attributes of Formative Assessment

- **Learning Progressions** should clearly articulate the sub-goals of the ultimate learning goal.
- **Learning Goals and Criteria for Success** should be clearly identified and communicated to students.
- Students should be provided with **descriptive evidence-based feedback** that is linked to the intended instructional outcomes and criteria for success.
- Both **self- and peer assessment** are important for providing students an opportunity to think meta-cognitively about their learning.
- A classroom culture in which teachers and students are **collaborative partners in learning** should be established.

*Consistent* use of these formative strategies can double the speed of student learning.

Dylan Wiliam  
[www.dylanwiliam.org](http://www.dylanwiliam.org)

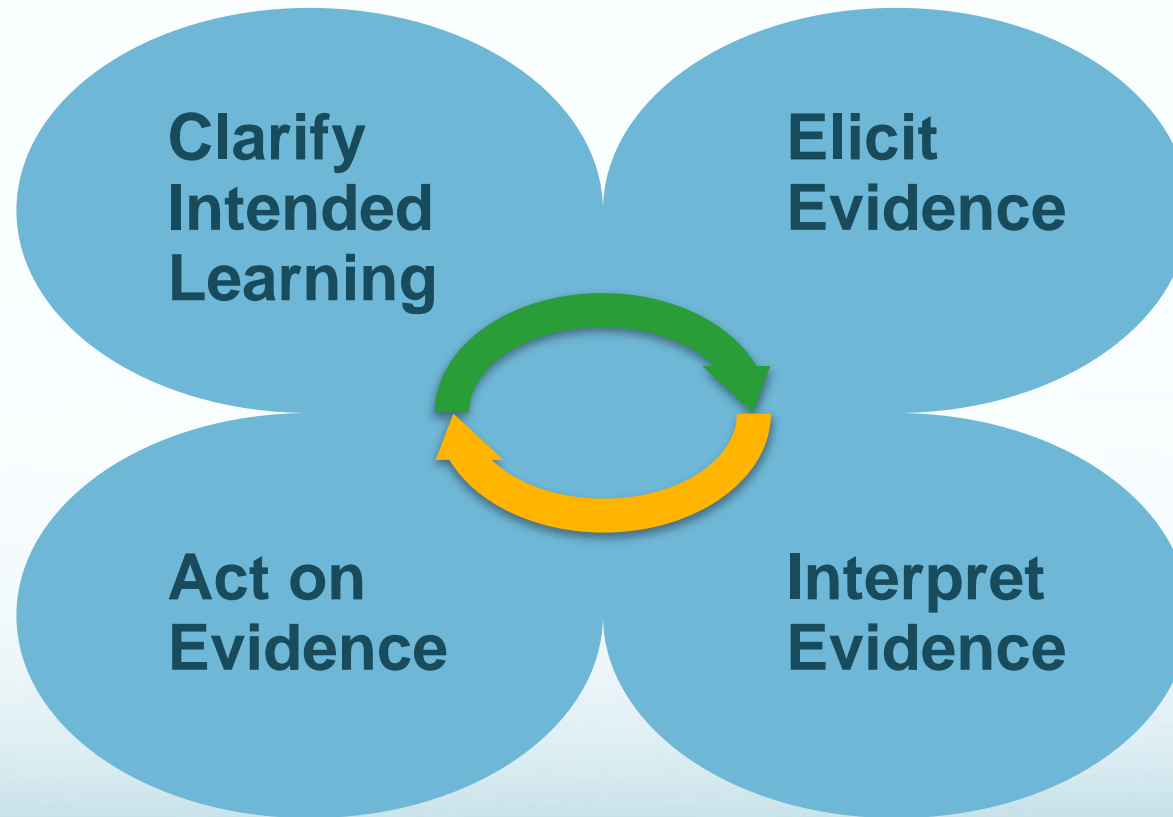


# Smarter Balanced Assessment Digital Library

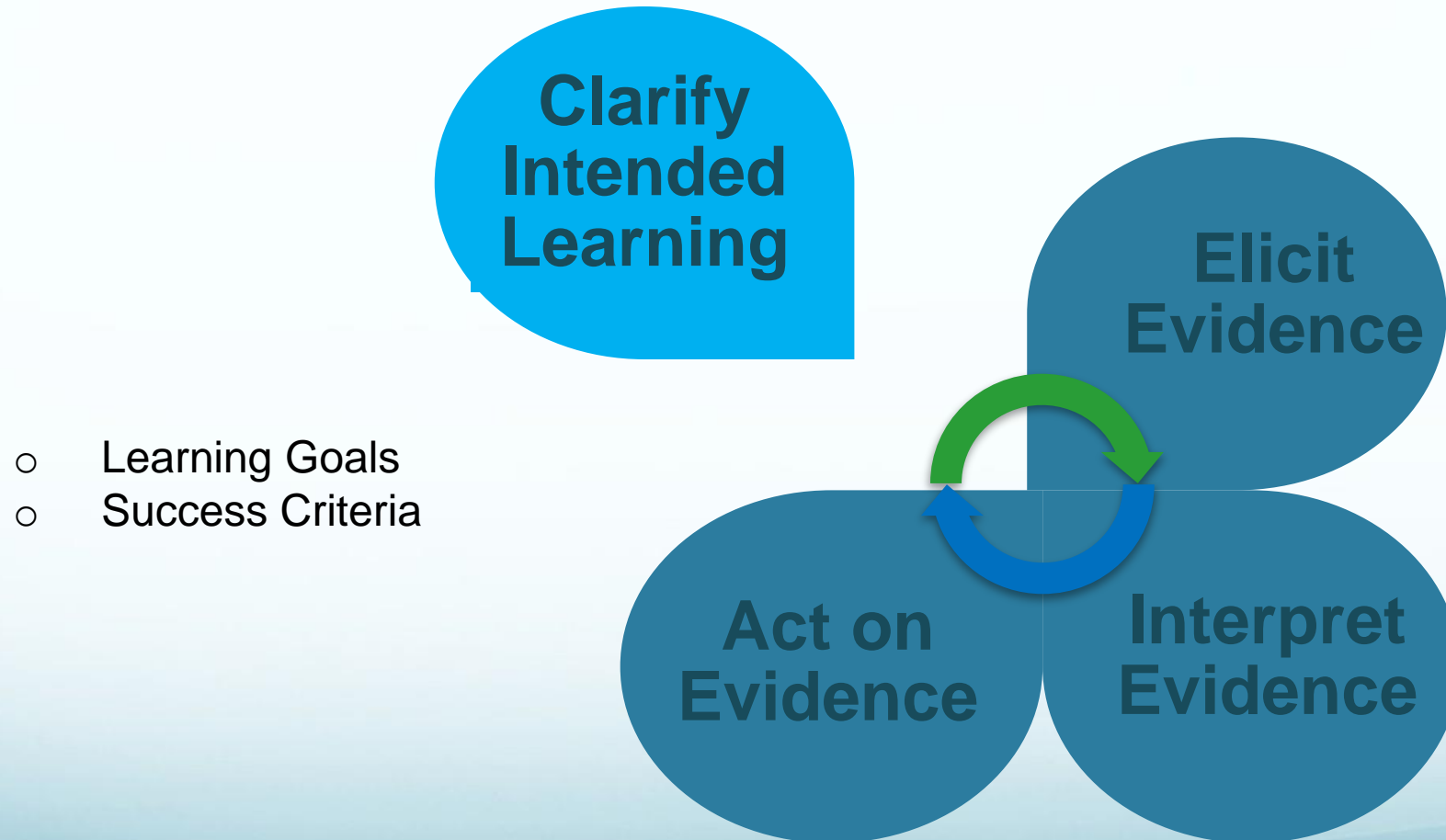


- An online collection of instructional and professional learning resources contributed by educators for educators.
- Resources are aligned with the intent of the MT Common Core State Standards and will help educators implement the Formative Assessment Process to improve teaching and learning.

# Four Attributes that capture the Formative Assessment Process

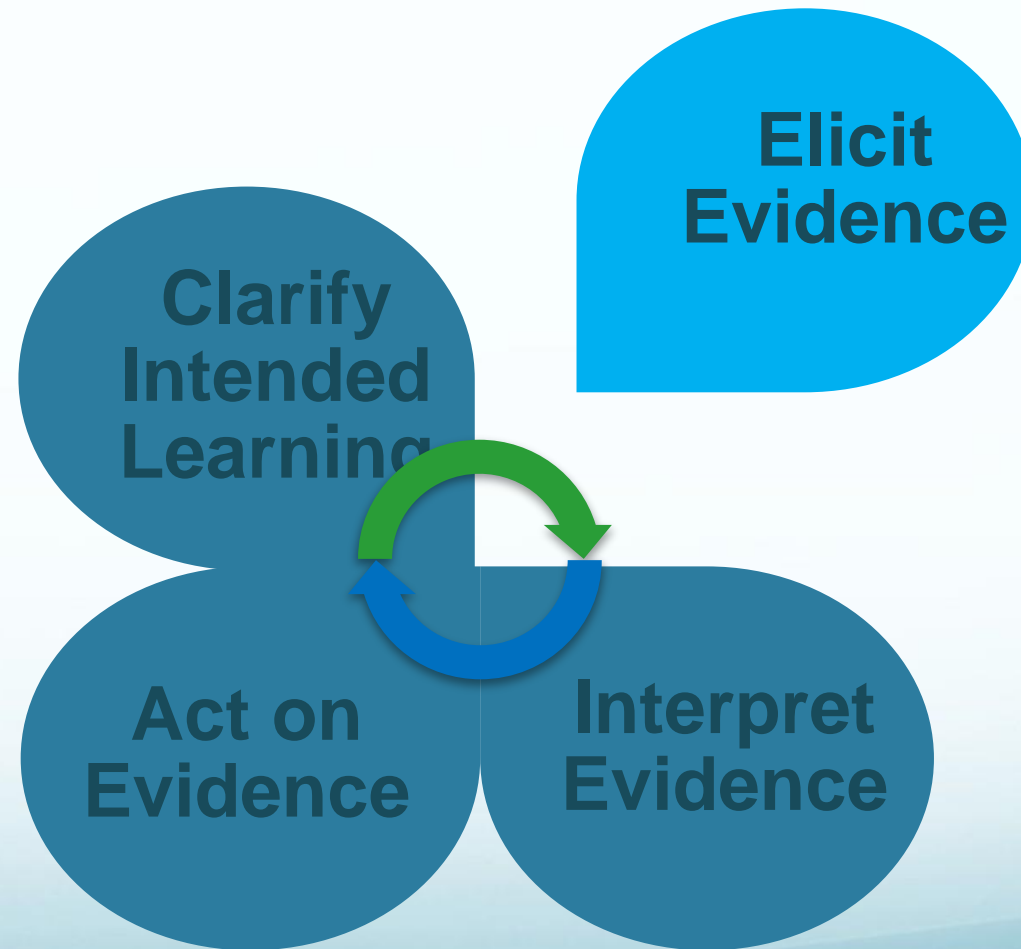


# The Formative Assessment Process



# The Formative Assessment Process

- Interaction with Students
- Observations
- Questioning Strategies
- Focused Student Observations
- Student Work
- Teachers
- Peers
- Individual Reflection



# The Formative Assessment Process

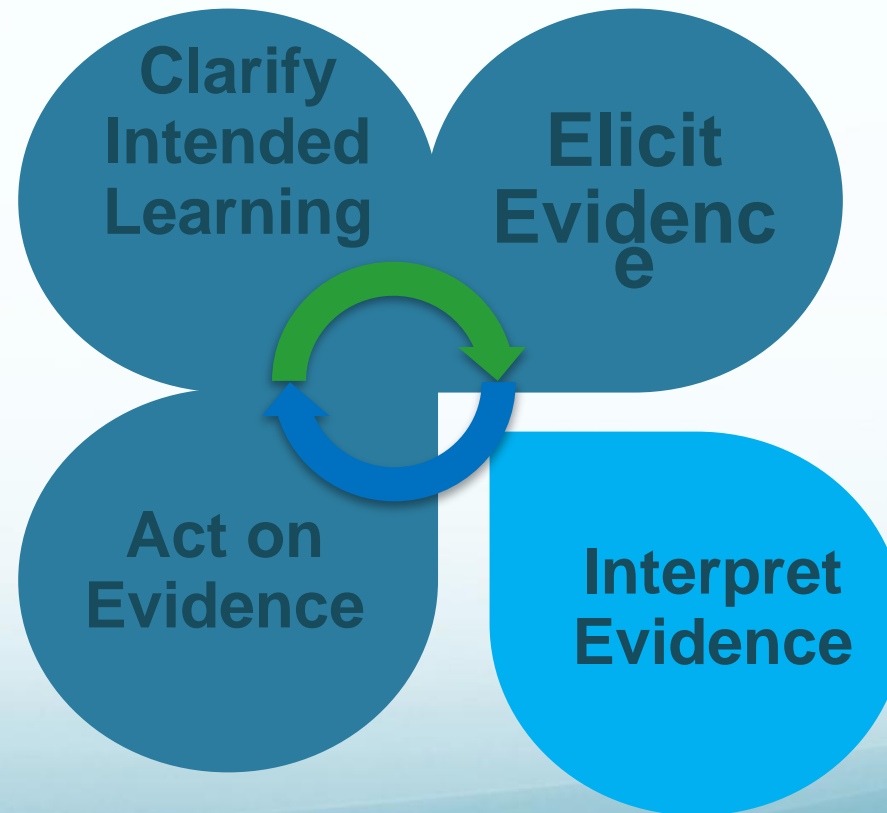
Teacher, Peers, or Student  
Identify:

- Learning Goal vs. Success

Criteria:

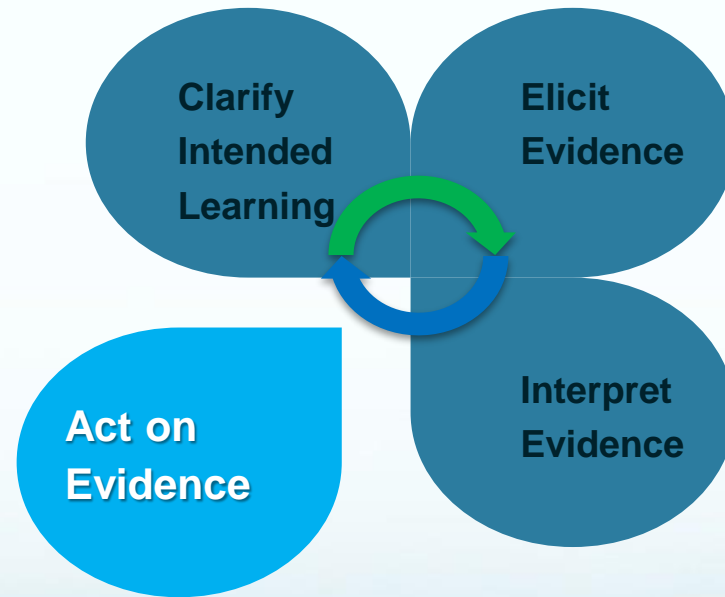
- Gap between the goal and criteria?
- Misunderstanding?
- Procedural error?
- Lack of skill(s)?

***Do I need to adjust  
instruction?***




# Planning for Instruction

Formative Assessment is a deliberate process. Once educators and students have had a chance to interpret results of gathering evidence, what should happen next?




# Digital Library Landing Page

**Digital Library**

BethNotificationsFeedback♥ Favorites (50) ? Help

Digital Library ResourcesResource ReviewMy ResourcesForumsReports

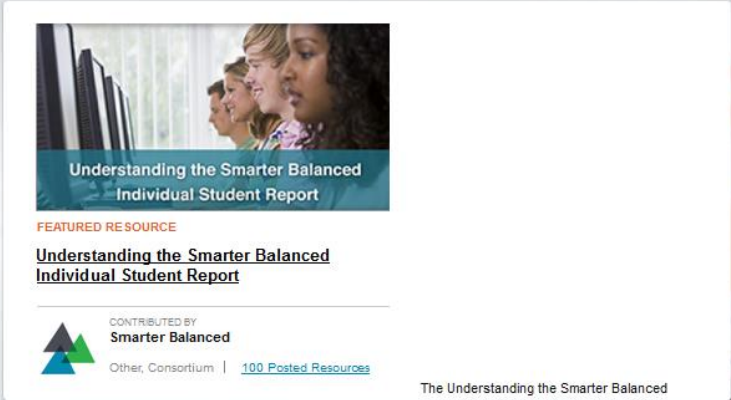

 Digital Library Terms of Service, Recorded IM Spotlight Forum, Supporting Students with Disabilities Spotlight Forum, and Digital Library Downtimes [Show More](#)

What resources are you looking for?

Formative Assessment AttributesSubjectsGradesCommon Core State Standards

Find Resources

MORE FILTERS



**Understanding the Smarter Balanced Individual Student Report**

FEATURED RESOURCE


Understanding the Smarter Balanced Individual Student Report


CONTRIBUTED BY Smarter Balanced


Other, Consortium | [100 Posted Resources](#)

The Understanding the Smarter Balanced

Need help? Click on the topics below.

The Formative Assessment Process

Navigating the Digital Library

Using Digital Library Resources

# Digital Library Resources

2743 Resources:

31

## Assessment Literacy Modules

- Commissioned Professional Learning Modules
  - Resources for educators, students and families
- 
- Frame Formative Assessment within a Balanced Assessment System
  - Articulate the Formative Assessment Process
  - Highlight Formative Assessment Practices and Tools

84

## Exemplar Instructional Modules

- Commissioned Professional Learning Modules
  - Instructional coaching for educators
  - Instructional materials for students
- 
- Demonstrate/support effective implementation of the formative assessment process
  - Focus on key content and practice from the Common Core State Standards for Mathematics and English Language Arts

Over  
2600

## Educational Resources

- High-quality vetted instructional resources and tools for educators
  - High-quality vetted resources and tools for students and families
- 
- Reflect and support the formative assessment process
  - Reflect and support the Common Core State Standards for Mathematics and English Language Arts
  - Create Professional Learning Communities



# Assessment Literacy Modules

## Clarifying Intended Learning In The Formative Assessment Process: Grades K-2



How does developing a clear understanding of learning goals in partnership with early elementary students improve their achievement? In...

## Eliciting Evidence in the Formative Assessment Process: Grades K-2



How does collecting evidence of student learning in partnership with primary/early elementary students improve their achievement? In this...

## Acting on Evidence in the Formative Assessment Process: Grades K-2



How does making evidence-based decisions with primary/early elementary students improve their achievement? In this module, educators learn...

## Interpreting Evidence in the Formative Assessment Process: Grades K-2



How does analyzing evidence of student learning with primary/early elementary students improve their achievement? In this module, educators...

- Exemplar Instructional Modules

### Analyze the Interaction of Central Ideas In a Text: Act



This 15-minute module focuses on students acting on evidence of their own understanding of the way central ideas interact and build on each...

**Subjects:** ELA - Reading Informational Text

**Grades:** Grade 11, Grade 12

### Analyze the Interaction of Central Ideas in a Text: Clarify



This 15-minute module features Anna Baldwin clarifying how central ideas interact and build upon one another in a complex text by reviewing...

**Subjects:** ELA - Reading Informational Text

**Grades:** Grade 11, Grade 12

### Analyze the Interaction of Central Ideas In a Text: Elicit



This 15-minute module features Anna Baldwin eliciting evidence of students' understanding of how central ideas in a complex text interact...

**Subjects:** ELA - Reading Informational Text

**Grades:** Grade 11, Grade 12

### Analyze the Interaction of Central Ideas In a Text: Interpret



This 15-minute module features Anna Baldwin and her students interpreting evidence. The video footage shows students, with the teacher's...

**Subjects:** ELA - Reading Informational Text

**Grades:** Grade 11, Grade 12

# Educational Resources

## To Print or Not to Print; e-Reader Is the Question



This resource covers the debate between print and digital texts, argumentative writing tasks, and student reflection through interpreting...

**Subjects:** ELA - Reading Informational Text, ELA - Writing, ELA - Language

**Grades:** Grade 8

**Media Types:** Document

## Making Grammar Fun with I movies

Team:		Team members:			
	Excellent	Good	Acceptable	Needs Revision 3-5	
Content	Defines term clearly, is entertaining, provides unique examples, could be used for learning/teaching	Defines term and provides examples, is somewhat entertaining and unique. Could be used for learning/teaching.	Term is clearly defined and movie has examples; however, it is not very entertaining or engaging, but it could still be used for teaching and learning.	Does not define the term clearly or provide effective examples. Would not help someone learn this concept.	
Visual appeal, effects, graphics	Has a variety of images, effects that are eye-catching and engaging. Transitions are effective.	Has some images, effects that are eye-catching and engaging. Transitions are effective at times.	Lacking in one or more of the requirements: effective imagery, transitions, and flow	For the most part this is not visually appealing or composed effectively.	

After several weeks of daily review of the 8 parts of speech, in which students took notes on the parts of speech and viewed grammar videos...

**Subjects:** ELA - Language

**Grades:** Grade 8, Grade 9

**Media Types:** Document

## Brief Writes: Grade 11

### Brief Writes: Grade 11

(tasks, rubrics, samples)

2-T1a

2-T3a

2-T6a

This resource is a grouping of six brief writes primarily for 11th grade students. The brief writes were developed using SBAC ELA item specifications in an attempt to closely replicate tasks students may see on an interim assessment block: brief...

**Subjects:** ELA - Writing

**Grades:** Grade 11

**Media Types:** Document

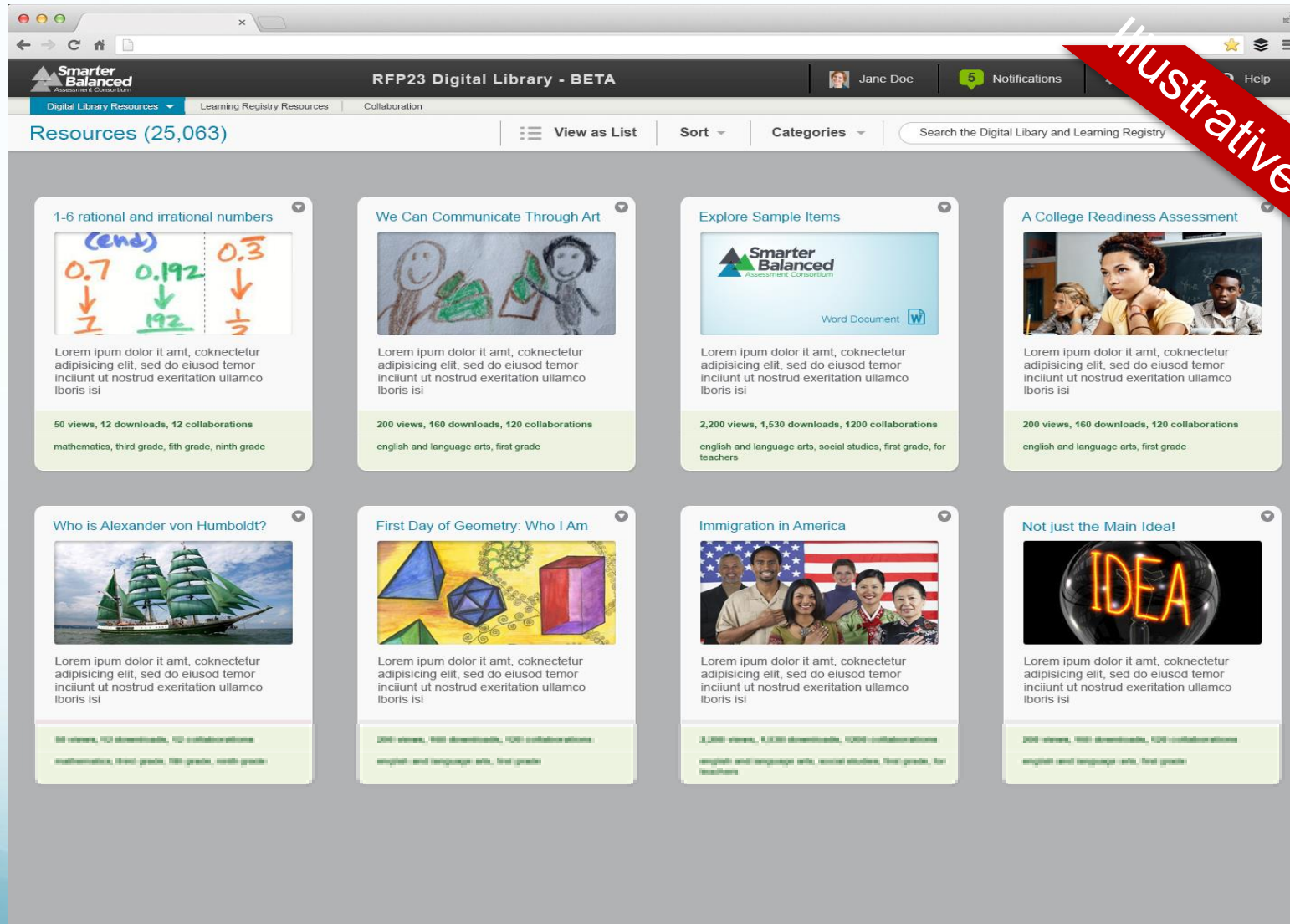
# What Is the Digital Library?

## *Non-Examples*

- Not an assessment bank
- Not a learning management system where educators can register for training or receive credit by completing specific online courses
- Not a library for the general public (the library will require registration and login)
- Not a site where any resource can automatically be posted: all resources must be vetted through the Quality Criteria.



# Digital Library Functionality



- Enable trained educators (SNEs and SLTs) to submit, review, and publish resources
- Allow educators to view, download, and rate resources
- Use state-of-the-art tagging and search to quickly find resources by CCSS and other topics
- Enable educators from across the Consortium to collaborate and share their knowledge
- Facilitate access to resources that are stored in participating libraries



Value in these Resources

# Not just a test! – Additional Research

Formative assessment involves multiple activities, not just the administration of a single test.

One of those activities is the use of assessments to elicit evidence regarding students' understanding of and mastery of a given standard or concept.

Popham, Transformative Assessment, 2008

<https://www.smarterbalancedlibrary.org/content/why-formative-assessment>

# Quality Criteria for Professional Learning Resources

## *The resource...*

- 1) Reflects research and/or the principles of effective professional learning
- 2) Incorporates formative assessment practices
- 3) Supports learner differences and personalized learning
- 4) Demonstrates utility, engagement, and user-friendliness
- 5) Integrates technology and media effectively



# Quality Criteria for Instructional Resources

## *The resource...*

- 1) Aligns with the intent of the Common Core State Standards
- 2) Incorporates formative assessment practices
- 3) Contains accurate, complete, high-quality curriculum and instruction
- 4) Supports learner differences and personalized learning
- 5) Demonstrates utility, engagement, and user-friendliness
- 6) Integrates technology and media effectively

# **Smarter Balanced Digital Library: Formative Assessment Practices and Professional Learning – educator involvement**

## **National Advisory Panel (NAP)**

- 11-20 experts
- Began December 2012
- Provides policies and criteria for resources

## **State Leadership Team (SLT)**

- 10 MT members
- Provides support and training for State Network of Educators
- Promote statewide communications

## **State Network of Educators (SNE)**

- 50 MT Members (900+ nationally)
- Representation from LEAs, SEAs, content leaders, Higher Ed,
- Serve Summer 2013 –current
- Submit and review resources

# Challenges...

Over tagging!

*Logging in!*

Finding the same resource  
again

# Highlights

- Find a *unique* resource for:
  - Instructional Use
  - Professional development
- Create Forum topics that are of current wonderings
- Collaborate with teachers across Smarter Balanced states
- Mark a resource as a favorite
- Send a resource to a colleague

# Current Work in the Digital Library

## Alignment to Interims

### Playlists

# Playlist Example: IAB Fractions

## Grade 4 Fractions

Student Learning Objective: Ordering and equivalent fractions		
Scale Score Associations*	Evidence	Digital Library Resources
<b>Below 2410</b> <i>Building understanding about part-to-whole relationships</i>	Educators can further diagnose a student's understanding of: <ul style="list-style-type: none"><li>• Part to whole relationships</li><li>• Equivalent fractions</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Pre-teaching Fraction Concepts</a></li><li>• <a href="#">Lessons for Fractions in Fourth Grade</a></li><li>• <a href="#">Developing Effective Fractions Instruction for K-8</a></li></ul>
<b>Score Range 2411-2484</b> <i>Building understanding about fractions as numbers on a number line</i>	Educators can gather additional evidence for a student's understanding of: <ul style="list-style-type: none"><li>• Comparing fractions with like or unlike denominators</li><li>• Modeling with mathematics</li><li>• Regularity with repeated reasoning</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">4th Grade Math: Ordering Numbers, Fractions, and Expressions</a></li><li>• <a href="#">Understanding Fractions: Clarify Intended Learning</a></li><li>• <a href="#">Understanding Fractions: Elicit Evidence</a></li><li>• <a href="#">Understanding Fractions: Interpret Evidence</a></li><li>• <a href="#">Understanding Fractions: Act On Evidence</a></li><li>• <a href="#">Developing Effective Fractions Instruction for K-8</a></li></ul>
<b>Score Range 2485-2549</b> <i>Extending understanding about fractions as numbers on a number line</i>	Educators can extend a student's understanding of: <ul style="list-style-type: none"><li>• Comparing fractions and decimals for placement on a number line</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Number Rights and Pearl Diver</a></li><li>• <a href="#">Lessons for Fractions in Fourth Grade</a></li><li>• <a href="#">Developing Effective Fractions Instruction for K-8</a></li></ul>

\*Scale score associations were determined subjectively by staff judgement. Future associations will be consensus-driven by educators through development of these connections between the assessment components

# Playlist Example: IAB Informational

## Grade 4 Reading of Informational Text

Student Learning Objective: Reading informational text		
Scale Score Associations*	Evidence	Digital Library Resources
<b>Below 2415</b> <i>Developing reading with below grade level text complexity.</i>	Educators can further diagnose a student's understanding of: <ul style="list-style-type: none"><li>Reading text<sup>1</sup> that is below grade level.</li></ul>	<ul style="list-style-type: none"><li><a href="#">Text Selection Guidelines: Teaching and Assessing</a></li><li><a href="#">Common Core Teaching and Learning Strategies: ELA Informational Text K-5</a></li><li><a href="#">Formative Assessment Primary Classroom Video</a></li></ul>
<b>Score Range 2416-2472</b> <i>Developing reading with on grade level text complexity.</i>	Educators can gather additional evidence for a student's understanding of: <ul style="list-style-type: none"><li>Reading text that is on grade level.</li></ul>	<ul style="list-style-type: none"><li><a href="#">Using Text Based Evidence for Informational Text</a></li><li><a href="#">Using Close Reading to Improve Comprehension in Elementary Classrooms</a></li><li><a href="#">Close Reading Informational (Nature/Animal) Text</a></li></ul>
<b>Score Range 2473-2533</b> <i>Developing reading with above grade level text complexity.</i>	Educators can extend a student's understanding of: <ul style="list-style-type: none"><li>Reading text that is above grade level.</li></ul>	<ul style="list-style-type: none"><li><a href="#">Integrate Information from Several Texts: Clarify Intended Learning</a></li><li><a href="#">Integrate Information from Several Texts: Act on Evidence</a></li><li><a href="#">Integrate Information from Several Texts: Interpret Evidence</a></li></ul>

\*Scale score associations were determined subjectively by staff judgement. Future associations will be consensus-driven by educators through development of these connections between the assessment components.

# Pam's Tour Bus





# Access to the Digital Library

- Provided by OPI to Montana educators at no charge
  - All licensed educators in Montana schools
- Have a password???  
<http://mt.portal.airast.org>
- Don't have a password or don't remember it???
  - Pam Birkeland, [pbirkeland@mt.gov](mailto:pbirkeland@mt.gov)
  - 406-560-2060



**Coming Soon—Self Sign-on Capabilities**

# Formative Activity with your Staff

- Scenarios:
  - Instructional Coaches
  - Leadership Coaches
  - Others in the room
- Spend 5 minutes exploring resources for a scenario
- Share your discoveries with someone next to you
- What questions about using the Digital Library do you still have?

# MontCAS Contacts

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